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ABSTRACT

This report reviews the research literature from 1975-1983 on potential secondary school dropouts and strategies for effective dropout prevention programs. The information provided is intended to help communities in modifying and/or constructing treatment programs for potential dropouts. The report is divided into three sections. In the first section, Characteristics of Potential Dropouts, research from eleven sources is reviewed. A profile of a potential high school dropout is suggested, in which the dropout's characteristics are listed as poor academic and reading ability, a dislike of school, little participation in extracurricular activities, poorly educated parents, high grade retention, discipline problems, low socio-economic status, a broken home, poor self-concept, low aspirations, and high absenteeism. In the second section, Reasons for Dropping Out, literature from eight sources is reviewed and ten reasons for dropping out are suggested: lack of interest, academic failure, poor reading ability, discipline problems, poor student-teacher relationships, employment, marriage, pregnancy, dangerous school grounds, and high absenteeism. In the third section, Dropout Prevention Programs, programs from 15 sources are reviewed and categorized as alternative school programs, vocational education programs, school modification programs, or counseling programs. Intervention strategies are suggested, including individualized instruction, teaching basic academic skills and vocational education, improving teacher-student relationships, counseling, getting students involved in extracurricular activities, and helping students develop a positive attitude toward school. A chart and a list summarizing the preceding material is provided for each section. (NRB)

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HIGH SCHOOL RETENTION: A REVIEW OF LITERATURE

BY:

TIMOTHY C. SELF

PROJECT TALENT SEARCH
NORTHEAST LOUISIANA UNIVERISTY

(APRIL, 1985)

Statement of Purpose

The purpose of this report is to present what current research literature concludes about potential secondary school dropouts and some strategies for establishing effective dropout prevention programs. Three criteria for understanding and working with potential dropouts are identified. These are: (1) characteristics of the potential dropout; (2) reasons for dropping out; (3) dropout prevention programs. The intermix of this information should provide useful in helping communities to modify and/or construct successful treatment programs for potential dropouts.

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CHARACTERISTICS

** The ability to identify potential drops is an important prerequisite for the development of any effective dropout prevention program.

** The rationale is that if we can find out about some characteristics concerning dropping out and the dropouts themselves, then we might be able to treat at least part of the problem.

** Therefore, the characteristics of high risk students should be quite useful in the development of an effective preventative program.

SCHREIBER, 1979

(Schreiber, 1979) presented the findings of many studies concerning ten characteristics of the potential dropout. These characteristics were:

A. AGE

** The dropout is typically (16) years of age because the law requires school attendance up to age 16.

** Psychologically and emotionally, the dropping out takes place before then. Dropping out is a long thought out process; not resulting from a single impulsive moment. The fact of dropping out can be predicted by 3rd grade, at the latest. However, many students leave school before the age of 16.

** The reason is not hard to explain. The dropout becomes a truant, and because he will be 16 soon, the attendance officer usually does not bother to enforce the compulsory attendance law in his case; therefore, it is possible for youth to quit school at age 15 and a half.

B. GRADE AT DROPOUT

** About 25 to 40 percent of the dropouts quit school in the tenth grade.

** This is, of course, because most of the students reach age 16 in that grade; however, it is likely that many students are in the stress of transition from junior high school to senior high school.

C. GRADE RETENTION AND SCHOOL ACHIEVEMENT

** Three studies were sited in which:

1. most high school graduates made B's

2. most of the dropouts made C's and D's

** Also, over half of the dropouts were held back a grade at least once in elementary or junior high school.

** In several other studies, as many as 70 percent of the dropouts had been retained at least once, and 40 percent twice or more.

** From this information, academic failure and grade retainment are clear characteristics of the potential high school dropout.

D. READING FAILURE

** For the dropout, the level of reading achievement is significantly lower than the non-dropout.

** All listed studies indicate a significant low reading level as compared to grade level.

E. EXTRA CURRICULAR ACTIVITIES

** The dropout seldom participates in school wide activities.

** Children who do not feel that they belong are less apt to participate in the total life of the school.

F. SCHOOL DISCIPLINE AND JUVENILE DELINQUENCY

** Undesirable student behavior was found to preceed dropping out; therefore, making problem behavior a characteristic of the potential dropout.

G. FAMILY BACKGROUND

** A child's attitude toward schooling is developed and nurtured first in the home and then in the community.

** How do the parents of dropouts view education?

One Los Angeles study (Los Angeles City School District, 1965) found that:

1. almost ¼ of the parents of dropouts encouraged their children to drop out
2. another ¼ of the parents of dropouts were indifferent
3. fewer than ½ of the parents of dropouts encouraged their children to stay in school

** Also, many other presented studies indicated that children who drop out of school in greater-than-average proportions are those whose:

1. parents are unemployed or employed in unskilled or semi-skilled work

2. parents are employed in professional, managerial, clerical, or sales work

All can be characteristics of the potential dropout.

H. EDUCATION OF PARENTS

** The education level of parents have been found to be a significant factor, possible the most important significant factor in dropping out. This is understandable in light of the parent's occupational, economic, and social level.

** Most of the listed research indicated that a significant majority of the parents of dropouts never completed high school themselves.

I. SELF-CONCEPT OF THE DROPOUT

** All studies listed indicated that self-concept is a distinguishing characteristic of the potential dropout.

** Findings were that the potential dropout:

1. seems to be a loner
2. tends to reject both school and self
3. is usually insecure in his school status
4. feels he is less respected than other students by his teachers because of academic inadequacies
5. often feels that the teacher is not interested in him or his problems
6. frequently considers himself poorly treated or unesteemed by teachers and other pupils
7. is usually hostile toward other persons
8. has not established adequate goals

J. GUIDANCE AND THE DROPOUT

** More dropouts then graduates come from physically and psychologically broken homes; therefore, in many cases to receive proper guidance in the home, the potential dropout is forced to look to the school for such help.

K. INTELLIGENCE

** One important note is that investigators are not in agreement concerning the importance of intelligence as a factor in dropping out of school.

** Some studies have found that intelligence is not particularly important, while others show that low scholastic aptitude is one of the characteristics of the potential dropout. For example:

1. A U. S. Department of Labor study of dropouts in seven communities (U. S. Department of Labor, Bureau of Labor Statistics, 1960) found that three times as many dropouts as high school graduates had I.Q.'s under 85 and that nearly three times as many graduates as dropouts had I.Q.'s of 110 and over.

2. (The Los Angeles City School District, 1965) found that whereas 34 percent of the graduates had I.Q.'s of 108 or above, only 10 percent of the dropouts were in this range. Yet 50.9 percent of the dropouts had I.Q.'s of 90 or above.

3. (Woollatt, 1961) reported that in the New York State Holding Power Project, 12.1 percent of the dropouts had I.Q.'s of 110 or above, and 30.4 percent had I.Q.'s below 90.

4. 67 percent of the dropouts in Orange County, California (McCreary and Kitch, 1963) and 69 percent of the dropouts in Modesto, California (Whitmore and Chapman, 1965) had I.Q.'s above 90.

** From this research, Schreiber safely concluded that a least one half of all the dropouts have the intelligence to benefit from a high school education and to graduate from high school. Furthermore, approximately 10 percent have enough intelligence to pursue a college education.

SEWELL, PALMO, AND MANNI, 1981

(Sewell, Palmo, and Manni, 1981) revealed several potential dropout characteristics in their research.

** They reported that some available emperical data points to a lower average I.Q. for the high school dropout; however, it fails to adequately explain the high dropout rate in view of the findings that as many as 3/4's of those who drop out of high school have the ability to do passing or even superior level work (Fuller and Friedrick, 1972).

** (Hathaway, 1969) further cast doubt on the role of intelligence as the central factor in dropping out.

** The authors reported that other studies supported that poor academic performance; however, is a consistant characteristic; thus, restricting grade promotion.

** The authors concluded that since intelligence does have some degree of influence on academic achievement, intelligence could be a characteristic, but not a primary characteristic for potential dropouts.

** Other characteristics sited were:

1. poor self-concept

2. inadequate life goals

HEWITT AND JOHNSON, 1979

(Hewitt and Johnson, 1979) did a longitudal study in Middletown, America, population 100,000. For many years, Middletown has been a major area of sociological, economical and educational study.

** Over the last four surveys initiated from this longitudal study (1924-N=67; 1937-N=274; 1952-N=50; and 1977-N=54), it became clear to the authors that the composite picture of the dropout that seems to be emerging is one of:

1. an individual with poor grades

2. low involvement in social activities

3. personal dissatisfaction with school in general

** These findings concerning the characteristics were as follows:

1. Academically, 60 percent of the dropouts were receiving "C" grades and below.

2. 61 percent of the dropouts were not involved in any extra-curricular school activities.

3. Over 40 percent indicated that they had no involvement with organized activities in the community, for example church, hobby clubs, (Y) clubs, etc.

4. Over 90 percent of the dropouts reported that their self-perceived social class standing was middle-class or below. The other 30 percent placed themselves in the lower middle or working class.

5. Approximately 70 percent of the dropouts' fathers and 60 percent of their mothers had not completed high school.

6. Their average age was 17. The youngest was 14 and the oldest, 20.

DURKEN, 1981

(Durken, 1981) presented a thoroughly comprehensive study concerning the secondary school dropout.

** Several seemingly reliable characteristics of potential dropouts did appear from this research. The characteristics are as follows:

1. Reading levels, achievement levels, and achievement motivation levels are likely to be low for the high school dropout. Further, they tend to have been behind academically for several years.

2. While still in school, dropouts participate in extra-curricular activities less often than other students.

3. Dropouts tend to have had high levels of school absenteeism, school failure, and grade retention. They also tend to be older than their classmates.

4. Dropouts tend to view school negatively and to view leaving school in a positive way.

5. School disciplinary and conduct problems are related to dropping out.

6. High rates of dropouts are from families of low socioeconomic status.

7. High rates of dropouts are from parents with low educational attainment levels.

8. Dropouts more often have lower occupational aspirations than their peers. Usually, they have the same aspirations as their parents.

9. Tenth and eleventh grades are the peak school years for dropping out of public school. Seventh, eighth, and ninth grades are substantially lower than the upper grades.

10. Dropouts tend to have low levels of self-concept and often lack a sense of identity.

11. Dropout prone youth seem to be more likely to have:

    a. been victims of physical abuse

    b. been victims of incest

    c. been sexually assaulted

    d. experienced the loss of a family member through death or divorce

CURTIS, 1983

(Curtis, 1983) showed that students who have a higher probability of dropping out than persisters are those who:

1. have low G.P.A.'s

2. are behind in grade for their age

3. have been involved in serious discipline incidents

4. are female

5. are non-black (white)

BEACHAM, 1980

(Beacham, 1980) obtained data for the following study from two different sources:

1. Students in grades 9 through 12 who were still enrolled in the public high schools of Leon County, Florida and who were identified as potential dropouts (N=166).

2. Former students in grades 9 through 12 who had actually dropped out during the last 3 years before competing the 12th grade (N=166).

** The findings of this study listed 72 characteristics of the potential dropout. Key characteristics were:

1. AGE AND SEX DISTRIBUTION

** Approximately ½ of the males were 16 or 17 years of age.

** More than ½ of the females were either 16 or 17 years of age.

2. GRADE LEVEL

** 68.1 percent of the respondents were in grades 9 and 10.

3. EDUCATIONAL ATTAINMENT OF THE PARENTS

** The educational attainment level of the parents of the dropouts and potential dropouts were about average. Most of the parents completed either 11th or 12th grade.

4. EMPLOYMENT STATUS OF THE POTENTIAL DROPOUTS' PARENTS AND NON-PARENTS

** Approximately 86 percent of the respondents reported that their parents and non-parents were either working full- or part-time.

5. AGE STATUS OF THE POTENTIAL DROPOUTS' SIBLINGS

** 112 participants had one or more siblings that were younger than they were.

** 109 participants had one or more siblings that were older than they were.

** Approximately 18 percent had three or more younger siblings.

** Approximately 25 percent had three or more older siblings.

6. SIBLINGS WHO QUIT SCHOOL

** Approximately 68.7 percent of the respondents stated that they had sisters or brothers who quit before graduating from high school.

7. POTENTIAL DROPOUTS IN EXTRA-CURRICULAR ACTIVITIES

** 65 percent of the participants indicated no participation in extra-curricular activities.

8. POTENTIAL DROPOUTS WHO SOUGHT HELP WITH THEIR PROBLEMS

** Approximately 52 percent of the potential dropouts reported that they received advice or help with problems they had in school.

RUMBERGER, 1981

(Rumberger, 1981), presented some key characteristics used in identifying potential high school dropouts.

** His primary emphasis was on family-related characteristics.

** He reviewed from (Sewell and Hauser, 1975) that "perhaps the most widely studied class of variables is family background, which has proven to exert a strong influence on educational attainment generally."

** Noted family background characteristics were:

1. Low parental educational level

   "Better educated parents could influence their children's educational aspirations or they could spend more time with their children, thereby increasing their children's ability and likelihood of remaining in school" (Hill and Stafford, 1977).

2. Low family income

   "Because children from poor families may feel pressure to contribute to their families' income, they may be more likely to drop out of school and seek work" (Masters, 1969; Moore, 1980).

3. Broken Homes

"Children from broken families, where one or both parents are absent, may be less likely to find the support and encouragement needed to keep them in school" (Masters, 1969; Mare, 1980).

MASSEY AND CROSBY, 1982

(Massey and Crosby, 1982) reported that in 1979, a three-year project titled "Rocks, Ropes, Rowing, and Running" was funded at Georges Valley High School in Thomaston, Maine.

** During the three years of this project, students were identified for participation in this dropout prevention program by the following characteristics:

1. Significant behavior problems
2. Poor self concept
3. Poor motivation
4. Academic problems
5. History of family problems

MARTIN, 1981

(Martin, 1981) reported that in a Kentucky educational system, a large comparative study between dropouts and school persisters was developed.

** The subjects were selected from both urban and rural areas.

** A few characteristics of dropouts as compared to schools persisters were that:

1. dropouts were more likely to come from broken homes
2. the educational level of the dropouts' parents were less
3. dropouts were more likely to come from lower income families
4. dropouts had more older siblings than persisters
5. dropouts had more older siblings who dropped out of school
6. dropouts were more likely to be white males
7. dropouts were retained in a grade more often

8. dropouts had lower than average C reading stanine scores in elementary school as well as in junior high and high school

9. dropouts were absent more often

10. dropouts participated in school-sponsored extra-curricular activities for fewer grades during their entire school career

11. dropouts participated less in outside school activities during their entire school career

12. dropouts were sent to the principal's office for more grades in their entire school career

13. dropouts disliked school during more grades in their entire school career

14. dropouts did not get along well with teachers during more grades in their entire school career

THORNBURG, 1975

(Thornburg, 1975) found that potential dropouts' attitude toward school possess common characteristics although the dropouts may represent different minority groups and come from either urban or rural areas.

** Comparative evidence was provided between Alstrom and Havighursts' study and Thornburg's research.

** Alstrom and Havighurst studied urban culturally disadvantaged Anglo and Black youth placed in a work-study program.

** Thornburg studied rural Mexican Americans and Indians.

** These studies were four years apart (Havighurst-1971; Thornburg-1975).

** The same attitude measurement instrument was used (Pupil Opinion Questionnaire, Form A and Form B).

** There was a .84 positive correlation between both forms.

** The findings were that there were strong similarities of negative attitudes toward school. The students' responses were:

1. pupils really do not learn the things in school that they want to learn

2. too much of what is studied does not make sense

3. pupils have to keep reading and studying the same things over and over in school

4. pupils are always treated unfairly in school

5. teachers expect too much of student

6. school can be very boring at times

7. some pupils are always making fun of other pupils in school

8. there is too much importance placed on grades in school

9. teachers always seem to like some pupils better than others

IRVINE, 1979

(Irvine, 1979) noted that researchers have held that schools tend to promote and encourage the development of personality traits among students reflecting a feminine value orientation.

** Irvine stated that "Indeed, in the minds of the general public, schools are seen as feminine institutions."

** The researcher's hypothesis was that students with high masculinity levels, over a period of time, develop deep-seated, yet unconscious, hostility toward school.

** The assessment instrument was a modified version of the California Psychological Inventory (CPI).

** The subjects were a matched 40 black high school dropouts and 31 black graduates.

** The findings were that:

1. black high school dropouts manifested greater masculine characteristics than black high school graduates on a ($p<.05$) level of confidence.

2. black high school dropouts; however, did not perceive to a greater extent than black high school graduates, that school is a feminine institution.

** This study suggested that schools which are dominated by female teachers and which promote a feminine value orientation play a significant role in influencing the adoption of lower masculine patterns of behavior.

** The findings also suggested that a dislike for school is a characteristic of the potential high school dropout.

CHARACTERISTICS OF POTENTIAL DROPOUTS

	SOURCES											
	Schreiber, 1979	Sewell, Palmo, and Manni, 1981	Hewitt and Johnson, 1979	Durken, 1981	Curtis, 1983	Beacham, 1980	Rumberger, 1981	Massey and Crosby, 1982	Martin, 1981	Thornburg, 1975	Irvine, 1979	TOTAL
1. Poor academics	X	X	X	X	X			X				6
2. Low parental education	X		X	X		X	X		X			6
3. Dislikes school	X		X	X					X	X	X	6
4. High grade retention	X	X		X	X				X			5
5. Less participation in extra-curricular activities	X		X	X		X			X			5
6. Discipline problems	X			X	X			X	X			5
7. Broken homes (physical and emotional)	X			X			X	X	X			5
8. Low family socio-economic level	X		X	X			X		X			5
9. Age; typically 15, 16, & 17	X		X	X		X						4
10. Grades; primarily 9th, 10th, & 11th	X		X	X		X						4
11. Poor self-concept	X	X		X				X				4
12. Poor reading ability	X			X					X			3
13. Inadequate goals and low aspirations	X	X		X								3
14. Non-Black (White and Hispanic)					X		X		X			3
15. Dislikes teachers	X								X			2
16. No involvement in community organizations			X						X			2
17. High absenteeism				X					X			2
18. Middle child						X			X			2
19. Siblings who have dropped out						X			X			2

CHARACTERISTICS OF A POTENTIAL HIGH SCHOOL DROPOUT

Current research literature suggests that a profile of a potential high school dropout encompasses the following characteristics:

-- Poor academics

-- Poor reading ability

-- Dislikes school

-- Participates less often or none in extra-curricular activities

-- Parent pose low educational achievement (Many are dropouts themselves)

-- High grade retention

-- Discipline problems

-- Low family socio-economic level

-- Broken homes (Physical and emotional)

-- Poor self-concept

-- Inadequate goals and low aspirations

-- High absenteeism

REASONS

** When surveyed at the turn of the Century, students gave reasons for dropping out such as poor health, lack of interest, and the need of their services at home. These reasons have changed somewhat since that time.

** According to Hewitt and Johnson, 1979, the most noticable change is the decline of reasons centered around economic and survival needs and the increase in individually centered rationales, especially those expressing a dislike for school.

HEWITT AND JOHNSON, 1979

(Hewitt and Johnson, 1979) reported that 4 factors seem to have accounted for the majority of high school dropouts that were occuring at the turn of the century up to the 1950's. There were:

1. poor health
2. lack of interest in school
3. economic pressures
4. low academic achievement

** However, in 1952, 48 percent of the dropouts claimed their dislike for school as the reason for withdrawing, and by 1977, this percentage had risen to 56 percent. Also, a third more males than females in 1977 claimed a personal dislike for school as the reason for dropping out.

** Every respondent in 1977 gave more than one reason for dropping out; however, all respondents sited their dislike for school as at least one of the factors affecting their decision to leave school.

MAYHOOD, 1981

(Mayhood, 1981) reported that virtually all researchers agree that one of the single most significant sources of dropping out of school is poor reading ability.

** The author indicated that poor reading ability leads to school failure, and repeated failures lead to feelings of being a "born loser", which in turn, results in either aggressiveness or withdrawal.

** When success in school no longer seems likely, removing oneself from the setting in which failure occurs seem reasonalbe, almost compelling. For many students, this involve nothing more than:

1. obtaining a withdrawal slip form the school office

2. being absent

3. getting suspended or kicked out of school

PENG AND TAKAI, 1983

(Peng and Takai, 1983) studied a sample size of 1,188 male and 1,101 female dropouts and suggested that the following antecendent factors may prompt students to drop out:

	Male %	Female %
A. School related		
1. Had poor grades	39.5	29.7
2. School was not for me	34.8	31.1
3. Could not get along with teachers	20.6	9.5
4. Expelled or suspended	13.0	5.3
5. Did not get into desired program	7.5	4.5
6. School ground too dangerous	2.7	1.7
b. Family-related		
1. Married or planned to get married	6.9	30.7
2. Was pregnant	N/A	23.4
3. Had to support family	13.6	8.3
C. Peer-related		
1. Friends were dropping out	6.5	2.4
2. Could not get along with students	5.4	5.9
D. Health-related		
1. Illness or disability	4.6	5.3
E. Other		
1. Offered job and chose to work	26.9	10.7
2. Wanted to enter military	7.2	.8
3. Wanted to travel	7.0	6.5
4. Moved too far from school	2.2	5.3

BEACHAM, 1980

(Beacham, 1980) initiated a study using 166 former dropouts and 166 potential dropouts. The findings were as follows:

A. MAIN REASONS POTENTIAL DROPOUTS DID NOT PLAN TO FINISH HIGH SCHOOL

In order from reasons most given to the reasons least given:

1. Failing too many courses
2. Not interested in school
3. Cannot get along with teachers or school personnel
4. Others were:
    a. reading and discipline problems
    b. planning to take the G.E.D.
    c. poor or irregular attendance records
    d. marital, medical and a variety of family or personal problems

71 percent of the respondents were either failing too many courses or not interested in school.

B. REASONS FOR NON-PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

In order from reasons most given to the reasons least given:

1. Not interested
2. Have to work after school
3. Transportation problems
4. Could not participate in the area of my choice
5. Cannot pay the required fees
6. Others were:
    a. extra-curricular activities were not available at my school
    b. medical problems
    c. already active in community recreation programs

64 percent of the respondents were either not interested, had to work after school, or had transportation problems.

C. REASONS SCHOOL HELP WAS NOT SOUGHT

In order from reasons most given to the reasons least given:

1. Did not feel like I needed any help or advice with my problems
2. Wanted to make my own decisions
3. Discussed dropping out with parents, relative, or guardians
4. Others were:
   a. did not have any problems
   b. did not trust anyone at school
   c. did not want anyone to know about my problems

53 percent of the respondents reported either that they did not need any help or that they wanted to make their own decisions.

THORNBURG, 1975

(Thornburg, 1975) stated that student behavioral patterns are not the simple result of successful or unsuccessful school experiences, but have social, psychological, economical, cultural, and political ramifications as well.

** The school dropout was indicated as having a variety of reasons for leaving school. The reasons listed were:

1. lack of interest in school
2. failing grades
3. could not get along with teachers
4. could not get along with other students
5. negative attitudes toward school
6. wanted to find a job
7. wanted to get married
8. Pregnancy
9. enlistment in the military
10. being asked to leave

STOUGHTON AND GRADY, 1978

(Stoughton and Grady, 1978) did a comparative study on all Arizona and nearly all New Mexico high schools.

** They studied the dropout rate and reasons for withdrawal from high school.

** Findings were that both Arizona and New Mexico showed some remarkable similarities in the order of reasons given for dropping out.

** The primary reasons for students dropping out of high school in both states were, in order from reasons most given to the reasons least given:

1. non-attendance
2. lack of interest in school
3. disciplinary difficulties

The frequency with which dropouts fell into these three categories suggested that schools may be creating "push-outs".

RUMBERGER, 1981

(Rumberger, 1981) presented what he considered to be the primary reasons high school dropouts, nation wide, ages 14-21, left school in 1979.

** In order from the highest reason given to the lowest reason given:

A. School-related

1. Disliked school
2. Poor performance
3. Expelled or suspended
4. School too dangerous

B. Economic

1. Desired to work
2. Financial difficulties
3. Home responsibilities

C. Personal

1. Pregnancy

2. Marriage

CARRIERE, 1979

(Carriere, 1979) suggested that the goal of students in too many schools no longer is education; it is preservation.

** The excuse given by the student at the time of leaving school may be a mask for his true reason for withdrawing from school; namely, "Fear of peer violence."

** After a specific questionnaire was given to former dropouts, the results showed that:

1. fear of peer violence is a realistic reason for dropping out

2. students did not consider police very effective in protecting students

REASONS FOR DROPPING OUT

	SOURCES								
	Hewitt and William, 1979	Mayhood, 1981	Peng and Takai, 1983	Beacham, 1980	Thornburg, 1975	Stroughton and Grady, 1978	Roberger, 1981	Carriere, 1979	TOTAL
1. Not interest in school	X		X	X	X	X	X		6
2. Discipline problems			X	X	X	X	X		5
3. School (academic) failure			X	X	X		X		4
4. Cannot get along with teacher			X	X	X				3
5. School grounds too dangerous			X				X	X	3
6. Chose to work			X		X		X		3
7. Planned to get married			X		X		X		3
8. Became pregnant			X		X		X		3
9. Poor reading ability		X		X					2
10. High absenteeism				X		X			2

REASONS FOR DROPPING OUT OF HIGH SCHOOL

Current research literature suggests that high school students may drop out of school for the following reasons:

-- Not interested in school

-- School (academic) failure

-- Poor reading ability (associated with academic failure)

-- Discipline problems

-- Cannot get along with teachers

-- Chose to work

-- School grounds too dangerous

-- Planned to get married

-- Became pregnant

-- High absenteeism

DROPOUT PREVENTION PROGRAMS

** All of the following dropout prevention programs have met with some degree of success.

** Some programs were very successful and others were mildly effective; but all contributed to helping many students from different ethnic, gender, cultural, geographic, and value orientations in achieving their academic and personal goals.

** The literature tends to lean toward a clear philosophical position before it states an effective and realistic program.

** There are primarily four program classifications. These are:

1. Alternative schools
2. School modification programs
3. Vocational education programs
4. Counseling programs

YATES, 1979

(Yates, 1979) reported that making the school fit the child is exactly what Ron Eide had in mind when he proposed the Community Experimental Education Center (CEEC) for the Iowa City School Board in the summer of 1976.

** CEEC was an alternate school for students between the ages of 16 and 20 who were not functioning well in the traditional school setting.

** The population which the CEEC served was mainly made up of the disadvantaged from low-income families, low achievers, and the culturally deprived.

** All students ranged in intelligence fro. average to very bright; however, the one thing that they all had in common was that they could not adjust to conventional schools.

** The school was opened Monday through Thursday, 7:00 a.m. to 4:00 p.m. There were no scheduled classes, no grades, and no credits; but there were 33 competencies which provided guidelines for the graduation requirements.

** Students were expected to complete competencies in 33 areas within three years, though they were not "forced" to come to class or finish their work.

** The program objectives stated that the CEEC will provide instruction in six general categories. The 33 areas of competency met with the guidelines of each of the six categories.

** These categories were:

1. Career education

   Job seeking skills; ability to develop plans for the future and investigate career choices.

2. Community involvement and current issues

   The ability to participate actively in and learn from the community in which one lives; the ability to grapple with the complexities of current issues and events.

3. Consumer awareness

   Understanding the principles of comparison shopping; personal finance; consumer protection.

4. Cultural awareness

   Understanding the difference in attitudes, actions, and experiences of one's own culture and at least four others.

5. Information finding

   The ability to identify, use, and evaluate a variety of resources to gain information which is important and useful to the student.

6. Personal and interpersonal skills

   Understanding of maintaining a healthy body through good health habits, physical fitness, and recreational skills; understanding of interpersonal skills such as group process, decision making, conciliation and human interaction, how people react to each other; ability to write coherently, comprehend written information, and communicate orally.

** CEEC provided 100 percent of the students 60 hours of instruction in each of the six categories through:

1. the utilization of classroom activities

2. the establishment of intern centers and on-the-job training facilities within the community

3. contracted services through community personnel who have expertise in various vocational and student interest areas

** There were four ways of determining learning:

1. Whether the student can do what he or she could not do before
2. Whether he or she has developed new ideas
3. Whether he or she has developed new interests
4. Whether he or she can take ideas and follow them to their logical conclusions

LANGSDORF, 1979

(Langsdorf, 1979) presented a Career Intern Program (CIP), which is an alternative school for 16-to-21 year-old inner city Blacks who have dropped out of school or were in serious risk of dropping out before graduation.

** There were four goals of this program:

1. To complete high school
2. To acquire occupational knowledge
3. Plan for a career
4. Improve basic reading and mathematics skills

** The (CIP) had three phases:

1. Phase one was directed at improving students' career awareness.

   During this phase, learning was keyed to the world of work; and each academic discipline is related to occupations.

2. In Phase two, students were exposed to from 2 to 4 "hands-on" job experiences and to more courses which fused academic and career information.

   This phase stressed individualized instruction, independent study, and advanced courses in the academic subjects.

3. In Phase three, students concentrated on the transition from school to work or to more advanced education.

   Students who chose the option of vocational or on-the-job training were assisted by counselors for six months after leaving the program. College bound students were counseled for a full year after leaving.

** By the end of the school year, 67 percent of the (CIP) students, but only 13 percent of a control group, had graduated or were still attending school.

** About 44 percent of the (CIP) interns had received high school diplomas and 23 percent were still in school at their studies, while only 7 percent of the control students earned diplomas and only 6 percent were still in school.

** Also, while final levels of achievement on reading and mathematics left room for improvement, the (CIP) interns showed very high levels of career planning and development skills.

CENDESE, 1979

(Cendese, 1979) reported a few dropout prevention activities implemented at Valley High School; a dropout prevention school in Midvale, Utah.

** This school's philosophy is that "not all students learn in the same way, and although many students are turned off by traditional education, they are not turned off to learning."

** Valley High School:

1. is an alternative night school
2. operates on the open campus concept
3. classes are held Monday through Thursday, from 3:00 p.m. until 9:00 p.m., and are scheduled on a flexible, modular basis
4. students may request transfer to the night school from any of the district schools
5. offers flexibility and diversity in teaching methodologies, curriculum, and scheduling
6. students receive a regular high school diploma after completing state requirements

** Valley High School has several programs to help students in specific areas. These are:

1. INDIVIDUALIZED DROP-IN PROGRAM

   A. Students may contract with a special drop-in staff to meet at certain times during the week to review predetermined packeted material.

B. Teachers are available in all the subject areas.

C. Students are evaluated on the basis of work accomplished.

D. Credits are awarded upon completion of required materials.

2. AFFECTIVE LEARNING CENTER

A. Students who have had few success experiences in the past are encouraged to enroll in this program.

B. This class meets for 5 hours a week.

C. Its core curriculum is based on self-awareness, valuing, and the development of responsibility.

D. Strong emphasis is put on the acquisition of basic skills.

3. SKILLS CENTER

A. Students who have extremely poor basic skills are encouraged to enroll in this program.

B. Individualized attention provides the opportunity for continuous growth under the best possible circumstances.

4. HOME TUTORING

Those students who demonstrate their inability to attend school and classes may, on request, receive home tutors who provide the opportunity to complete high school credits.

5. OUT-OF-SCHOOL EXPERIENCES

A. In addition to the classroom experiences, students may participate in out-of-school work and community experiences.

B. Credits may be earned after suitable evaluations have been received from the cooperating enterprise.

C. Attendance is mandatory.

D. Personal contact is maintained through a system of home visits, phone calls, and correspondence.

HAKANEN, 1978

(Hakanen, 1978) presented a pilot program called STRIDE (Students and Teachers Really Interested in Dropout Education) that was initiated in the fall of 1976.

** It's chief purpose was to turn potential dropouts back on to school.

** The program goals were to encourage students:

1. to attend school voluntarily
2. to achieve some academic success while in school
3. to improve their negative self-images

** STRIDE was not intended to replace the regular day school, nor was it designed as a terminal program.

** It was hoped; however, that it would rehabilitate dropouts and eventually return them to the mainstream (traditional school).

** STRIDE students dealt with only one teacher in a self-contained classroom situation while studying the basic subjects (English, Math, Science, and Social Studies) during an abbreviated three hour school day.

** They also studied problems of getting and holding a job during this half day in school.

** During the other half of the day, they sought employment or worked outside of the school.

** The self-contained classroom situation allowed the teacher to develop a very thorough knowledge of the problems of each student.

** The pace of the class was individualized to fit the students' needs.

** The learning environment was full of positive thoughts and reinforcing messages put forth by the teacher.

** Results were that:

1. STRIDE students, who felt inadequate in many ways, no longer caused school disruption as a cover-up for their lack of skills or their emotional problems
2. "Losers" were beginning to shed their stereotypes and to act like winners
3. The STRIDE student had a new-found interest in school and self
4. "I can" statements began to replace "I can't" statements
5. Positive feelings were replacing the negativism of the past
6. Self-discipline was being emphasized as an important success factor

7. The ultimate indicator of success came when students began to seek entrance into the program.

U. S. NEWS AND WORLD REPORT, JUNE, 1980

(U. S. News and World Report, June 1980) presented several brief descriptions concerning specific dropout prevention programs that have proven relatively successful. These were:

1. Edison Project, (Philadelphia)

** aimed at managing potential dropouts, ages 15-19.

** potential dropouts were identified and recruited, then handled on an individual basis, stressing the learning of basic skills.

2. Operation Far Cry, (New York City)

** identified students were contacted by telephone to persuade them to return to a regular or an alternate school or evening classes, or to join a career program.

** this project incorporated five outreach centers and ten to fifteen teachers, counselors, and community workers.

3. Hold Youth Program, (Denver)

** potential dropouts at both junior and high school levels were identified and counseled.

** a special teaching program was set up for those teenagers who attended school for only half a day and did not rotate classrooms with each subject.

** a strong student-teacher relationship was stressed, and teachers communicated frequently with parents to seek their cooperation.

** the Hold Youth classroom was an intensive-care center for the student who needed motivation and encouragement.

4. Community Christian Alternative Academy, (Chicago)

** had small classes and individual attention to lure dropouts back into a school environment.

5. Work-study specialty school, (Milwaukee)

** for 300 students with classes to be conducted at odd hours in order not to conflict with work schedules.

6. Illinois State Board of Education

** established 13 new alternative-education programs, serving about 1,500 teen-agers in both public and private schools.

7. Colorado State Board of Education

** set up pilot programs at six state schools to study the effect of school environment on behavior and learning.

** William Van Buskirk, senior consultant to the Colorado project, stated that "While we can't change the home or neighborhood environment, we can alter the school environment to reduce the rate of dropping out."

THURBER, 1981

(Thurber, 1981) reported a study done at Torington High School, Wyoming with a relatively widely known dropout prevention program called Project Impact (Title IV).

** Project Impact revolves around 4 components:

1. ALTERNATIVE CURRICULUM

   ** Nineth and tenth grades were identified for placement in alternate English, Math, Science, and Social Studies classes.

   ** Class size for these courses were limited to 10 students, allowing for individual attention so students will not fall behind their classmates in earned credits.

2. STUDENT SERVICE ROOM (SSR)

   ** Students were referred by the principal or by individual teachers for placement in the SSR.

   ** The room, which was staffed by a social worker, could be used for in-school suspension, although a nonpunitive approach works best.

   ** Students were counseled and had to make plans to do better before returning to their regular classes.

3. PEER COUNSELING

   ** School counselors or counseling-trained teachers trained students to help their peers.

** These students worked in the grade school and the middle school as well as helping in the SSR.

4. IN-SERVICE TRAINING

** The principals, counselors, alternative class teachers, and SSR teachers all participated in a special three-day program to help them work with "high-risk" students more effectively.

** The number of dropouts at Torington High School decreased by 45 percent in one year.

This reduction makes a significant difference for a small school such as Torrington, which has a total enrollment of about 500 students.

After one year, the results looked promising for Project Impact:

A. The dropout rate for 9th graders fell from 7.1 percent to 2.4 percent.

B. The dropout rate for 10th graders fell from 11 percent to 3.6 percent.

C. Students in the alternative program passed 92 percent of their classes, compared to 55 percent the previous year.

D. The attitudes of the student group attending alternative classes were more positive toward school.

MAYHOOD, 1981

(Mayhood, 1981) listed 5 suggestions as to what kinds of programs schools could implement to help decrease their dropout rates:

1. Individualizing and caring

** Of the proposed remedies, this may be the most important and simplist. In interviews with dropouts from New York schools, 61 percent said that they felt unwanted and defined good teachers as caring and seeing students as individuals.

** But to institutionalize this, schools may have to provide more alternative arrangements with special programs, more counseling, and more opportunities for students to achieve success academically.

2. More positive self-image

** Too many dropouts or pushouts view themselves as "born losers." Caring teachers, more individualization, and counseling will help,

but also students must be afforded opportunities to develop social as well as academic skills.

** Repeated failure leads almost directly do dropping out or creating situations whereby they are encouraged to leave.

3. Identifying handicapping conditions

** PL 94-142, however time consuming and taxing on administrators, counselors, and teachers, will continue to help students. But emotional handicaps as well as physical and intellectual ones must be identified and attended to also.

4. In-school suspensions

** Increasingly, schools are recognizing the advantages of retaining, but isolating disruptive students.

** By remaining in school, the need for corrective action is recognized while affording students opportunities to continue their learning while at the same time, avoiding the distractions that exist when out of school. Teacher help can be given and assignments can be done. And there is no "vacation" from school.

5. Student's rights

** Not only must due process be recognized and greater attention be paid to potential dropouts, but also the very act of dropping out must be made more difficult.

** What would help achieve this would be:

A. monitoring truancy

B. evaluating students' academic programs

C. requiring more safeguards against withdrawal by:

1. notifying parents

2. signed statements by students seeking to withdrawal

3. hearings, if possible

4. oral and written explanations of the students' rights to return voluntarily to school until age 21

5. offering genuine alternative programs

MASSEY AND CROSBY, 1982

(Massey and Crosby, 1982) reported a dropout program that was designed and implemented during the 9th grade year and has varied from year to year for 3 years. This program has consistently included the following characteristics:

1. Has been in addition to the regular school programs, with most activities occuring after school or on weekends. It is not a pull-out program.

2. Has been offered for a maximum of 2 credits.

3. Has had voluntary participation.

4 Has focused on providing experience through experiential activities.

** The experiential activities have consistently incorporated:

1. three 5 to 7 day courses (Fall, Winter, Spring) at the Hurricane Island Outward Bound School

2. monthly weekend expeditions (hiking, skiing, and ice fishing)

3. community projects

** During the last two years, in-school tutoring and counseling have been included as program components.

** For the school year beginning September, 1979, 22 students were admitted to the program.

** During 1980-81, 25 students were in the program.

** In 1981-81, 16 students were admitted.

** Findings were:

1. Individual students raised their G.P.A. slightly. The percentage of students achieving a 2.0 or C Average also increased.

2. A large number of program participants increased their school attendance.

3. Program participants increased their participation in the school's extra-curricular activities.

4. Participants stayed in school in increasing numbers.

5. Dropout rate was lowered.

ARNHART AND DURANCEAU, 1979

(Arnhart and Duranceau, 1979) noted a study initiated at a school in Seattle.

** The school was a large campus-style complex that consisted of five permanent buildings, 22 portable classrooms, and 1,200 students.

** Before this program became implemented, the high school faced problems of former students and non-students hanging around the school with the intent of harassment, drug dealing, and a general release of hostilities.

** They developed as part of their program, a successful Student Rumor and Conflict Committee.

** Here, both good and bad students alike, took charge of unacceptable student activities and the violence became almost unfound.

THORNBURG, 1975

(Thornburg, 1975) gathered 154 high school freshmen enrolled in a rural Arizona high school designated to be a high risk for potential dropouts. All subjects were from the lower socio-economic class as determined by family income.

** From this 154, 36 potential dropouts were randomly selected and received into a special academic program.

** The remaining 118 were placed in vocational education classes.

** A control group of 94 students were randomly selected from the rest of the freshmen class. These students were not considered potential dropouts and consequently had been assigned to the regular classroom.

1. SPECIAL ACADEMIC CLASSES

** The special academic classroom was a team teaching class covering the subjects of English and Mathematics.

** The class was not designed to increase academic skills as much as it was to help students feel self-worth and gradually develop a positive attitude toward school.

** Positive reinforcement techniques were the primary learning-instruction component although teaching style was left up to the two instructors.

2. VOCATIONAL EDUCATION CLASSES

** The vocational classes consisted of home economics for the girls, and agriculture - shop for the boys.

** Students in this program were given no different treatment than any other student enrolled in the vocational program at the high school.

** This study did show effective holding power in that only 9.2 percent of the special academic students dropped out of school as compared to 18.6 percent of the vocational group and 12 percent of the regular classroom; therefore, special academic students became the least likely group of students in the school to drop out of school.

** This study also conclusively demonstrated that a special academic program in which positive reinforcement techniques were used is an effective way of maintaining attitudes toward school.

DURKEN, 1981

OUT OF SCHOOL COOPERATIVE TRAINING PROGRAM-DALLAS, TEXAS

(Durken, 1981) identified a cooperative training program in Dallas, Texas that was designed for out-of-school youth who wanted to hold jobs and finish high school at the same time. This program was based on a cooperative relationship between community employers and the public schools.

** Ages 16-21 were eligible for this program.

** The program provided a minimum of 20 hours per week of paid on-the-job training.

** Students attended classes in the morning or early evening for 10 hours per week at a downtown site.

** The program offered course work in two main areas: courses needed to complete credits for high school graduation or an equivalency certificate, and additional courses related to job placement.

** The courses related to job placement were based on a written training plan developed jointly by the school and the employer.

** Students received credit upon completion of unit courses. The credits earned were returned to each student's home high school, or if the student chooses, to another high school.

** Dr. J. E. Cogswell, Instructional Facilitator for Occupational Education for the Dallas schools, emphasized that "two important aspects of the program are intensive counseling and locating the

program in a neutral site. This prevents youth from returning to an environment where they did not succeed in the past. This also helps to remedy peer group problems so youth can devote their energy to education and training."

** Results were favorable. Since the program began in 1972, an average of 21 students have graduated annually after returning back to high school and an additional 10 to 15 students have received an equivalency certificate each year.

ALTERNATE SCHOOL PROGRAM - AUSTIN, MINNESOTA

Durken presented another high school dropout prevention program which is an alternate school program in Austin, Minnesota.

** Potential dropouts were identified and urged to return and enroll in this specialized program.

** About 44 students were enrolled in this program each year since 1978.

** The goals of this program were:

1. to improve communication and computational skills
2. to develop social skills including human relations concepts
3. to develop cultural awareness
4. to develop job holding responsibilities
5. to develop job competencies

** Assembled was a staff of professionals with expertise in:

1. vocational training
2. work experience
3. special learning and behavior problems
4. basic skills

** The program offered instruction in basic skills (communication, math, and vocational preparation).

** As a result, the program followed an established educational tradition of diagnosis and remediation, finding and correcting student deficiences through:

1. personal interviews
2. testing

3. examination of school records

4. consultation with previous teachers and employers

** Additionally, these in-school activities were complimented by a full range of:

1. career exploration

2. on-the-job training stations

3. job placement in the community

** 16 to 21 year old participants received in-school, small group instruction in English, Math, and Social Studies.

** Each participant attended an occupational relations seminar and was employed for three or more hours each day.

** Community employers and CETA agencies each provided about half of the jobs.

** Students received both a salary and credit toward graduation for the work experience.

** All students went through the Career Planning Center at the Austin Area Vocational Technical Institute to develop awareness and to explore careers.

** The Austin Alternate School Program seemed to indicate that the program has been beneficial to most of the students.

** Former students have been able to return to school from a dropout status and many have elected to continue their education beyond high school.

HEFFEZ, 1980

(Heffez, 1980) presented information concerning the Youth Incentive Entitlement Project (YIEP).

** This project is a federally sponsored employment program for disadvantaged youth from specified residential areas, who agree to remain in or return to high school and continue their education.

** This project is also one of four experimental initiatives mandated by Congress in 1977 in response to the massive increase in the high school dropout rate and unemployment among the nation's youth.

** Participation in YIEP is guaranteed to all who meet the program's 4 basic eligibility criteria:

1. age (16-19)
2. school enrollment
3. residence in entitlement area
4. poverty-level income

** The New York-based program began on January 1, 1978.

** Of the 347 students who participated in the program, 156 attended Wingate High School, New York.

** Through a random selection process, 28 YIEP participants from Wingate were selected to represent the treatment group. Each student in the treatment group was to remain in the program from February 1978 to February 1979.

** Participants received part-time employment during the summer (10 hours a week).

** The control group was made up of 28 randomly selected Wingate High School students.

** These students were found ineligible for participation in the program because they resided outside the entitlement area.

** Further, the 28 subjects in the control group were unemployed during the testing period.

** All students were between 16 and 19 years of age.

** The results did not significantly support the proposition that providing high school students with part-time employment during the school year and full-time employment during the summer will result in an increase in their GPA scores and the number of days which they attend school. However, there were constant increases in both GPA score mean and rate of attendance for the treatment group by the mid part of the year from June, and on.

** At the same period of the year, the control group consistently decreased its overall mean for both variables.

** The researcher suggested that perhaps if the time interval was expanded by an extra semester, and the means for the treatment group continued to increase at the same rate while the control group's means continued to decrease, the probability of acquiring statistically, significant difference between the group's adjusted means would be strengthened.

** The researcher also stated "clearly, attitudes which high school students have taken nine or more years to formulate cannot be radically transformed in so short a time span."

GORMAN, 1978

(Gorman, 1978) noted that in Ohio, the Occupational Work Experience Program, a cooperative work experience program, operated specifically for academically disadvantaged students in cooperation with the work community.

** This cooperative work experience program offered excellent opportunities for students to acquire salable skills and related classroom instruction while training on the job.

** Implemented, was an experimental vocational program called the Occupational Laboratory Achievement Program which was designed to help vocational students, disadvantaged youth particularly, acquire manipulative skills and social adjustments before they were placed in the Occupational Work Experience Program.

** The achievement program was essentially an in-school sheltered workshop aimed primarily at disadvantaged youth who had lost interest or were underachieving in their school studies.

** Its major objective was to enable students to return to the regular school program or enter the Occupational Work Experience Program.

** Based on the open entry/open exit concept, it permitted students to move out of the sheltered workshop into the regular programs whenever they had made the necessary adjustments.

** Basic manipulative skills involving both hand and machine processes were taught on a rotating system which gave each student an opportunity to perform all tasks during the school year.

** The students spent a total of three hours per day, five days per week, in the production laboratory.

** In addition to the three hours of laboratory experience, the students spent one and a half hours per day in related instruction which consisted of both general and directly related subject matter:

1. The general lessons focused on such topics as the orientation to the world of work, employer-employee relations, human relations, personal hygiene, the free enterprise system, and job application.

2. Directly related lessons were correlated with production processes and included such topics as blueprint reading, shop mathematics, and assembly line techniques.

** To meet the requirements for high school graduation, students completed the day's schedule by taking two required academic classes (English and History).

** Students were referred to the Occupational Laboratory Achievement Program by vocational guidance counselors.

** The philosophy from which this program was based is that "disadvantaged youth, given purposeful educational experiences, can develop employable skills, technical knowledge, desirable work habits, and attitudes that will enable them to take their places in the community as productive workers."

** The program administrators concluded that there was success in meeting the challenge of this philosophy. In other words, the program was successful, based not only on diploma attainment, but also the positive ratings received from employers who hired the former students, the limited number of job turnovers and terminations, and referrals back to the sheltered workshop.

DAVENPORT, 1978

(Davenport, 1978) stated that many counseling programs have been developed to prevent dropping out among high school students:

1. Language arts programs (Scott, 1970)
2. Intensive counseling therapy (Titison, 1972)
3. A career education program coupled with work experience and personal counseling (Dayton, 1973)
4. After-school work experience combined with group and individual counseling services (Berkowitz, 1971)

** All have reported various amounts of success in retaining potential high school dropouts.

** She also stated that the value of group methods as an effective counseling technique has been credibly established over a wide range of experimentation and practice for preventing dropping out.

** Davenport focused on one particular dropout prevention program that incorporated counseling groups at the beginning of an academic year for one year.

** The subjects were 51, 10th and 11th grade high-risk high school girls.

** There were about 10 students in each group.

** Students were grouped with others who shared similar problems.

** Groups of friends were not assigned to the same group.

** Participation in a class or group was voluntary. However, students were required to follow basic group procedures. For example, showing up on time, confidentiallity, group rules and guidelines, etc...

** No reference was made to the small class as being a counseling group. The teachers referred to meetings as "classes," not as groups and did not use psychological terminology.

** Encounter group or pressure group techniques were not used.

** Teachers supported the right of each student to express herself at her own pace of development.

** Structured exercises were rarely used. For example, the group just usually started off with "What have you thought of since we last met?"

** Findings were that a very high percentage came to experience and understand things about their:

1. home and family
2. school life
3. perceptions
4. inner conflicts
5. peer's conflicts

** All of the participants agreed that the classes were helpful.

** The data suggested that if students persisted in attending the counseling sessions, they were likely to stay in school and accumulate credit towards graduation.

** They were still likely to be truant from school or to skip subjects, but less so if they regularly came to the counseling groups.

BLOCK, 1978

(Block, 1978) initiated a systematic, cognitive, behavioral group therapy that had been successful with other maladaptive behaviors.

** In particular, rational-emotive therapy is a system based on the educational model and emphasizing the teaching and application of self-realization rules.

** The focus was upon cognitive restructuring through the practice of:

1. activity exercises

2. small group-directed discussions

3. psychological homework assignments

** It was hypothesized that a systematic rational-emotive educational approach employed with high-risk and failure-and misconduct-prone Black and Hispanic high school males and females would positively influence factors such as:

1. grade point average (GPA)

2. class cutting

3. social behavior

** Nineteen (19) male and twenty one (21) female 10th and 11th-graders served as participants in this research.

** Both of the post-masters level trained leaders in this study conducted one of each of the treatment groups.

** Treatment groups met 5 days per week for 45 minutes per session for 12 consecutive weeks. A total of 47 sessions comprised one school semester.

** Participants were stratified on the basis of sex and randomly assigned to one of the following three conditions:

1. Rational-emotive education (Ns=8 and 8)

   Extensive role playing to help students internalize and apply the concepts presented. The sessions were structured around predetermined themes, and the leader's approach was highly active, directive, and task oriented.

   Homework assignments and many dramatic-emotive exercises, including honest expressions of feelings, direct confrontation, and risk-taking experiences, were employed. Emphasis was placed upon teaching members of these groups rules of self-examination through the use of self-questing techniques.

2. Human relations condition (Ns=8 and 8)

   During these sessions, the leaders conducted a discussion on pre-selected psychodynamic topics. Each session was opened by the

leaders with a short presentation, for example, "My earliest recalled memory" adapted in a manner suited for adolescents. In the discussion that followed, the leader's style was reflective and clarifying.

3. No-treatment control (Ns=8)

Participants were told that because of a large response to the counseling program, a random selection procedure had to be used to decide who would be selected. They were informed that they were the ones whose counseling had to be temporarily postponed but that they would definitely have an opportunity to participate in the program at a later date.

** The results supported the proposition that the principles of rational-emotive therapy can be adequately applied by adolescents, even those of culturally deprived lower socio-economic background.

** Specifically, it was found that high-risk Black and Hispanic high school students improved in GPA and decreased their disruptive behavior and class cutting as a result of procedures based on the rational-emotive therapy model, but not necessarily the human relations condition.

SOURCES	PROGRAM EMPHASIS: Alternative school program	Vocational education program	School Modification program	Counseling program
1. Yates, 1979	X	X		
2. Langsdorf, 1979	X	X		
3. Cendese, 1979	X	X		
4. Hakanen, 1978	X	X		
5. U. S. News and World Report, 1980	X	X	X	
6. Thurber, 1981			X	
7. Mayhood, 1981			X	
8. Massey and Crosby, 1982			X	
9. Arnharst and Duranceau, 1979			X	
10. Thornburg, 1975		X	X	
11. Durken, 1981	X	X		
12. Heffez, 1980		X		
13. Gorman, 1978		X	X	
14. Davenport, 1978			X	X
15. Block, 1978			X	X
TOTAL	6	9	9	2

NOTE: School modification means to implement a dropout prevention program in an already established traditional school.

DROPOUT INTERVENTION STRATEGIES

Current research literature suggests that key dropout intervention strategies are:

-- Individualized instruction

-- Teaching basic academic skills; focusing on reading

-- Teaching career maturity; vocational education

-- Improving student-teacher relationships

-- Counseling; group

-- Helping students develop a positive attitude toward school

-- Getting students involved with extra-curricular activities

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